

We Can Do It!



Apprentices from Fashion Factory promote apprenticeships. From left: Shannon Lloyd, 17, Kristen Lucas, 19, Abbie Godbold and Shanice Godwin-Samuel, both 17. See page 14

Monday, February 11, 2013
www.feweek.co.uk

Susan Pember 'hard to replace'



Page 6

inside...

Warning over single funding pot

Eleanor Radford

[@EleanorRadford](#)

Lord Heseltine's proposal to hand-over the entire skills budget to Local Enterprise Partnerships (LEPs) could become a reality with the government having launched informal discussions.

The Association of Colleges (AoC) and Association of Employment and Learning Providers (AELP) have both been in talks with the government about LEPs, and both expressed opposition.

A BIS spokesperson declined to comment on government plans for LEPs, but said a statement on the issue would be made in next month's Budget.

It follows Lord Heseltine's report last October, *No Stone Unturned* in pursuit of Growth, in which he

said central government should "identify budgets", including the skills budget worth around £17bn over four years, and "bring them together into a single pot of funding" for LEPs.

Lord Heseltine said the single pot would "be without internal ring-fence" and LEPs would bid for money from the government on a competitive basis, depending on local needs, removing bureaucracy and going along with the government's "commitment to devolution".

Martin Doel, chief executive of the AoC, told *FE Week* that "breaking up college funding" would be a "real mistake" and colleges should be "left to get on with what they were doing already to generate local growth", working with LEPs and a range of partners.

He said the AoC had been in "constant discussions" with the

government, ministers and LEPs themselves about how colleges may be funded by LEPs.

"I think it's a real mistake to introduce that level of uncertainty rather than sticking with a good plan and letting colleges get on with doing what they're doing," said Mr Doel.

"We want to work with LEPs but I don't think breaking up college funding and giving it to LEPs is a helpful way to do that because it makes it uncoordinated, lacking coherence and won't be responsive when money is tight."

The government first responded to Lord Heseltine's recommendations in December, when it announced LEPs would have responsibility for the Employer Ownership and European Social Fund budget.

Writing at the time for *FE Week*, LEP Network chair David Frost

said: "This country has had a dysfunctional skills system for too long. Despite the billions that have been spent over the past decade, too many employers say that the current structures are not delivering the skills that they need."

Lord Heseltine proposed bids would be for a minimum of five years from 2015/16 and included in this "single pot" would be the Adult Skills Budget — worth around £10bn over four years — plus offender learning and the Department for Education's (DfE) £3bn apprenticeships budget alongside local transport, rail industry and flood defences funding.

Mr Doel said if these funds were not "ring-fenced" the system would "lack transparency".

"You'll get very uneven outcomes across the country and I also think you'll get a lack of clear account-

ability about how the money's been spent and what's been achieved with it," he said.

"I'm still naïve enough to believe that sound argument and logic will win the day here against what is most often anecdotal and partial argument by those who are arguing for the alternative approach."

Graham Hoyle, chief executive of the AELP, said: "We know the government is trying to work out how LEPs can be worked out, but we think they're fraught with all kinds of problems. It doesn't sound right at all."

"We are looking to put in some very, very firm arguments within the next fortnight."

A spokesperson on behalf of DfE and BIS said: "We'll be responding to the Heseltine Review at the time of the budget, but we can't give any indication before that."



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Top Susan Pember tweets:

@alix_green

Susan Pember commissioned my historical note on FE way back in 2004 when I worked in my 1st policy role

@alsthom

Sad to hear Sue Pember to retire from BIS. Hopefully not until spending review complete! Heli luv an act to follow.

@davidhNIACE

Hard to believe that Susan Pember will not be in BIS. Great champion for FE, supporter of adult learning. She will be missed

@NIACE_CarolT

"@matthancockmp: My top official Susan Pember, Director of FE and Skills will be retiring from the Dept on 4 April." < we will miss her v much

@157lynne

Sorry to hear Sue Pember is leaving BIS, thanks Sue for your long standing support for FE over many years, you have been a huge asset

Call for funding change

Chris Henwood

[@Chris_Henwood](http://www.feweek.co.uk)

Independent learning providers are calling for an end to a dual funding system that sees them denied overpayments while colleges get to keep cash despite underdelivering on education.

Graham Hoyle (pictured), chief executive at the Association of Employment and Learning Providers (AELP), said he wanted to see the system changed so that either his members could also keep overpayment or that both colleges and his members couldn't keep overpayment.

"The big problem is not with colleges getting overpayments, it's with there being two different systems — one for colleges and one independent learning providers," he said.

An AELP spokesperson said the issue had come to the fore with recent funding changes meaning AELP members were getting paid more — but thereby reaching their Skills Funding Agency allocation sooner than expected.

He said a number of AELP members were "having to turn demand away, and even reduce capacity — including making front-line staff redundant — as the otherwise welcome retrospective funding for functional skills, etc, has placed them in an overspend position".

Mr Hoyle said he wanted college funding, where excess is identified, to also be considered for redistribution among his members.

"The clash of two incompatible funding systems has come to the fore, with employers and the unemployed losing out as the providers have to turn them away, and even contemplate closing their delivery doors for good," he said.

"Despite their support and goodwill, I do not believe the agency has the tools to get the money quickly to where it is needed. We will be writing to the FE Minister to engage his help."



It comes just weeks after the agency revealed it had allowed underdelivering colleges to keep around £85m of taxpayers' money for which no education had been delivered.

Mr Hoyle added: "The agency is totally sympathetic and anxious to do whatever it can to move money around from providers with unused cash."

"This is routinely done between independent providers who have always argued for in-year reconciliations as the only way to make a reality of demand-led responsiveness."

"Sadly the annual grant system used for colleges denies independent learning providers this flexibility — until the next funding year."

A spokesperson for the agency said: "We published figures for the end-of-year performance position for colleges and training organisations for the academic year 2011/12 in December."

"Where the published data shows that a college or training organisation has funds against which it has not delivered, the agency is in discussions with each provider about the use or return of any funding not delivered."

"The agency continues to ensure funding is used for the direct benefit of learners and employers."

The agency has said it could be asking for some of the overall overpayment last year to be handed back.

FE Week news in brief

Plans for new strike

Union members were due to take strike action at Midland college in an ongoing bitter dispute over the sacking of four maths lecturers.

Seventy five per cent of University and College Union (UCU) members at Halesowen College voted in favour of action to take place Thursday, February 14.

The row started with the dismissal of maths lecturer and UCU branch chair Dave Muritu. The college said his students had poor results but UCU claims he was treated unfairly.

EBacc U-turn delight

The Association of Colleges (AoC) said members were "delighted" the government would not replace GCSEs with English Baccalaureate Certificates.

Education Secretary Michael Gove announced the U-turn after opposition from the Liberal Democrats, exams regulator Ofqual and MPs on the Education Select Committee.

Debbie Ribchester, from the AoC, said members had been "very concerned" proposed changes would lead to the "old two-tier system" of exams at 16 and that introducing harder exams would not improve standards, but would disadvantage many young people.

New apprentice help

Thousands of young people are being offered the chance of extra support to get onto apprenticeships. Training providers, colleges and charities have teamed up with employers to increase the "quality and success rate" of applications for apprenticeships, the Association of Employment Learning and Providers said.

Under the Apprenticeship Application Support Fund 17,000 young people will be selected to get extra help in the application process. See <http://www.aelp.org.uk/topics/details/aasf/>.

Provider goes under following 'clawbacks'

Rebecca Cooney

[@AnyNameButBecky](http://www.feweek.co.uk)

A Liverpool-based provider that trained around 700 learners has gone into administration, putting 70 jobs at risk.

Scientiam appointed administrators from Mazars LLP on Monday, February 4.

It held a £2.5m contract with the Skills Funding Agency and had up to five subcontractors.

A statement issued by Mazars, which is looking for organisations to take on any part of Scientiam operations, said: "Our appointment reluctantly followed an internal review supported by advice from the external auditors which concluded Scientiam had become insolvent and could not continue its operations.

"Learner numbers not reaching targets coupled with clawbacks of previously advanced funding combined to drain Scientiam of its cash resources."

"Although the administrators have had to announce cessation of all activity, and commenced redundancy consultations with all staff, it is nevertheless the administrators' primary concern to facilitate as orderly a handover of these learners to a successor organisation as rapidly as possible."

A spokesperson for the agency and the National Apprenticeship Service said: "Our priority is to work with Scientiam and the administrator to transfer learners and apprentices to appropriate providers, as quickly as possible, with minimal disruption, so they can continue their learning and apprenticeships."

Scientiam's most recent set of accounts, filed in January last year and covering 12 months up to August 2011, showed a pre-tax loss of £29,641 from a turnover of just over £3m.

This followed losses of more than £306,000 in the previous year.

Wirral Metropolitan College is listed as Scientiam's parent company in a 2012 Ofsted report. However, college spokesperson Sally Wysocki denied the college was the parent company.

She said: "Scientiam is not owned by Wirral Metropolitan College. It is a company limited by guarantee and is managed and operated independently of the college."

"A number of Scientiam's non-executive directors have been college staff and, along with a number of other providers, the college has been a subcontractor for Scientiam."

"Scientiam has been experiencing financial difficulties for some time and since December 2012, additional non-executive directors from college staff were appointed to Scientiam's board

as ways were sought to assist the company with making its business more sustainable."

She added: "The management and directors of Scientiam has done everything possible to try to assure the sustainability of Scientiam and avert the possibility of administration, however, it was with great regret that Scientiam had to be placed into administration."

One of the company's subcontractors was Absolute Training Solutions, a specialist glass industry training provider that has delivered NVQs and apprenticeships with Scientiam since 2009.

Sean Monaghan, director of Absolute Training Solutions, said: "It is really sad news that Scientiam has collapsed."

"We are proud of the work we have completed in partnership with Scientiam over the years."

"Our main priority now is to ensure the 111 live learners we have registered with Scientiam continue their training with us."

An agency spokesperson said it would be writing to all learners and apprentices and a mailbox, scientiam@skillsfundingagencybis.gov.uk, had been set up for concerned learners and their families. It directed any enquiries about payments due to local job centres.

For details on taking up Scientiam operations, phone Mazars on 0161 831 1100.

Apprenticeships fall hits finances

Chris Henwood
@Chris_Henwood

Providers underdelivered on 16 to 18 apprenticeships by more than £61m last year, newly-released Skills Funding Agency figures have revealed.

The agency's final allocation for under 19 apprentices stood at £783m in June — but providers missed the target by almost 8 per cent.

The numbers come just a week after the latest Statistical First Release showed the number of 16 to 18 apprenticeships fell for the first time in three years — and figures indicated the slide could get worse.

There were 1,800 fewer 16 to 18-year-old apprenticeship starts last year than in 2010/11 — a 1.4 per cent fall to 129,900.

And provisional figures for the first quarter of the current year showed a 7.4 per cent decline on last year already.

FE Minister Matthew Hancock told FE Week he was looking at the fall "closely" and said a number of factors could be behind the issue,

including the government's attempt to tackle "poor provision".

But, with the latest agency figures now showing the financial scale of underdelivery, Jaine Bolton (pictured), chief operating officer at the National Apprenticeship Service (NAS), conceded that raising the number 16 to 18 apprenticeships was proving "a major challenge — particularly when employers are experiencing a difficult economic climate."

She said: "The necessary introduction of more rigorous quality standards — with a 12-month minimum duration for 16-18 apprentices from August 2012 — has also impacted on the number of young apprentices."

She added: "We have rightly focused on raising standards and improving the quality of apprenticeships as this is crucial to securing success and growth in the longer term."

"We remain absolutely committed to getting more young people into Apprenticeship employment and on the path to a good career."

The largest underdelivery figure, at more than £10.2m, was from Pearson, which had been allocated £36.2m.

Last month it announced the closure of Pearson in Practice UK — one of a number of its UK adult education interests.

A spokesperson for the firm said: "In light of funding policy changes for apprenticeships, Pearson made adjustments to its programme during the funding year that resulted in lower levels of recruitment, so while the training was of the highest quality, Pearson did not take up its maximum allocation."

The college with the greatest underdelivery was Newcastle College. It was allocated nearly £5.5m, but delivered almost £1.3m less.

With all under 19 apprenticeship funding paid 'on-delivery,' this means the college received nearly £4.2m. It declined to comment.

However, Mrs Bolton said NAS was employing a host of measures to arrest the decline in under 19 apprenticeship uptake.

"We continue to work hard to raise demand for 16 to 18 apprenticeships and we have introduced measures to support employers to recruit younger apprentices, including the £1,500 Apprenticeship Grants for Smaller Employers," she said.



She also referred to the Apprenticeship Application Support Fund, or 'Bootcamps' project, as providing "17,000 places to support 16 to 20-year-olds who want an apprenticeship to improve their application skills and develop the skills and attitudes expected by employers".

She added: "We are enhancing the support provided by the Apprenticeship Vacancy service. There is a dedicated marketing campaign targeting employers who want to recruit 16, 17 and 18-year-olds, and we are also strengthening our information, advice and guidance to schools, parents and teachers."

The agency declined to comment.

Survey exposes SFA staff 'frustration at cuts'

Eleanor Radford
@EleanorRadford

Just one-in-three staff at the Skills Funding Agency believes change is managed well within the organisation, its own survey has discovered.

The 2012 people's survey, completed by 1,114 civil servants at the agency between October 1 and 31, showed that 92 per cent were interested in their work.

However, dissatisfaction was covered in other areas of the annual survey with just one-in-four respondents agreeing that when changes were made, they were made for the better and just 36 per cent felt they had been given the opportunities to develop their career.

A spokesperson from the Public and Commercial Services Union (PCS), the public sector's biggest union, said the high levels of dissatisfaction in areas around change showed the workforce was frustrated by government spending cuts.

"They [agency staff] do not believe that the changes being demanded by this government, largely driven by unnecessary cuts, are being made for the better," he said.

"This is because, as the experts in their fields, they can see the damage being done to the services they provide."

The spokesperson added: "Like in other areas of the civil service staff in the agency do not feel as valued as they should for the important work they do."

Fewer than half respondents said they were inspired by the agency to "do the best" in their jobs with the same figure — 48 per cent — answering that they felt "motivated" to achieve the agency's objectives.

A lack of control over underachievement still seems to be a problem with only 39 per cent saying they felt the agency dealt with poor performance in their team "effectively" — but this was a 7 per cent increase on last year's results and 2 per cent higher than the average rate across the civil service.

Only 54 per cent felt their pay adequately reflected their performance and just 37 per cent of respondents felt they have the opportunity to contribute their views before decisions were made that affected them.

The survey, completed by 85 per cent of agency staff, showed overall a positive improvement from last year's results and 59 per cent of those surveyed said they were satisfied with pay and benefits which was a staggering 29 per cent more than civil servants across the board.

Significant improvements seemed to be within accessing the right learning and development opportunities which was 14 per cent higher than last year and confidence in decisions taken by the agency's senior managers which was 16 more positive than last year and 22 per cent higher than civil servants across the board.

A spokesperson for the SFA said it was only the second time the agency had taken part in the survey.

"It's pleasing to see that we have already built on last year's findings with positive and improved results," she said.

"The survey is a great way for us to benchmark and work on key strengths and any areas of improvement."

"We strive to build on this year's findings and we will take them forward, consulting with our employees and putting into place necessary action plans, so that we continue to see positive improved results next year."

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Tumbling inspection grades over the last two years have posed the question 'is London learning?' Chris Henwood looks at what's happening to the capital's big colleges.

Are London colleges failing city learners? It's a simple, but critical question based on a "worrying" trend in Ofsted judgements over the last two years.

Of the nine inspections that have taken place at the capital's 14 biggest colleges, six have resulted in downgradings — and a couple of these were down two whole grades.

As far as these colleges inspected since 2011 go, the city has been left with an inadequate establishment, five that require improvement (or were rated as grade 3 and therefore satisfactory before September), and just three good ones.

Or, more importantly, nearly 50,000 learners are at colleges that Ofsted said were heading in the wrong direction.

The picture was so different before 2011 when, of the big colleges re-inspected since 2011, the capital boasted an outstanding college along with eight good ones — not a single grade 3, let alone any inadequate ones.

The situation, predictably, is a cause for concern.

Sean Harford, Ofsted director of the college watchdog's newly-formed London regional office, said: "We are concerned about the performance of colleges in London. Specific issues come down to the college level, but it can't be right that the capital has more grade 3 and 4 colleges as a proportion compared with the rest of the country. That's what we're concerned about at the moment."

"We are concerned about the performance of colleges in London"

Just three months ago the government was urged to "shine a spotlight" on England's FE sector with a damning annual report from Ofsted boss Sir Michael Wilshaw.

He pointed to a boom in the number of colleges branded inadequate last year — up to 13 compared to four the previous year.

But, in fairness, there do appear to be positives in the capital.

Barnet and Southgate College, for example, is rated by Ofsted as good, and in Newham College, Uxbridge College and also City and Islington College London has three outstanding establishments.

But not one of these has been inspected in the last two years.

And then again Kingston College, last inspected in October 2010, was a grade 3.

That's not to say grades will slide further at next inspection, but there have been college grumbles over Ofsted's new Common Inspection Framework (CIF) and the number of downgradings since it was introduced in September.

Crucially though, five of the aforementioned six downgradings took place before the new CIF.



Toni Pearce, NUS deputy president, said: "These figures start to show a concerning crash in performance from London colleges, and if that trend is mirrored nationally then ministers need to urgently investigate the reasons why."

"Ofsted has been changing their inspection framework and we know that colleges were giving their attention to areas that are no longer a priority for inspectors."

"Regardless of whether this is a national or London only issue it is still very worrying and it's important that Ofsted and ministers urgently investigate its cause."

Stephen Twigg, Labour's Shadow Education Secretary told *FE Week*: "There are real challenges in the quality of learning in some colleges, as highlighted by these figures."

"Principals need to address this challenge with focussed support from government. We need the same focus and rigour for colleges that Labour applied in government to improve London schools."

"Labour would work with businesses to accredit vocational courses, and raise the number of high quality apprenticeships."

"And we would give young people a clear path to progress, to a gold standard Technical Baccalaureate at age 18."

FE Minister Matthew Hancock said: "The majority of further education colleges have a high standard of provision, with 66 per cent of colleges across the country rated as good or better."

"But we know more needs to be done, which is why we have set up the Independent Commission on Adult Vocational Teaching and Learning, are introducing the FE Guild and we are setting minimum standards that measure performance consistently across all 16-18 institutions."

"Where there are cases of a decline in performance but no swift action to improve, the Government will intervene."

So action is needed, but is London a special case with specific problems to address?

The Association of Colleges' (AoC) London region director, Caroline Neville, talks of having to educate "some of the most disadvantaged students in the country, as well as

some of the most demographically diverse," while Munira Mirza, London's deputy Mayor for education and culture, mentions the city's "difficult circumstances".

"There is work to be done to ensure that all London colleges are the best, particularly as they deliver to some of the most disadvantaged students in the country, as well as some of the most demographically diverse," said Ms Neville.

She added: "Ofsted's How Colleges Improve report last year showed that funding challenges can all make improvement more difficult for a college, as can last minute changes to fee support for students and taking on a merger to support another college in difficulty."

"To support improvement, we are taking a lead in London on a good practice project in partnership with Ofsted. This will document what great teaching and learning look like in urban areas, including some of the outstanding practice that we have in colleges in the capital. This will be shared with all."

"It is good that Ofsted and others continue to challenge colleges to do better for students in London"

Ms Mirza said: "A recent mayoral inquiry showed how critical high-quality education is, and the need to raise standards that equip young Londoners with the skills they need to compete on a global stage."

"Many London colleges are rated good or outstanding and they work in particularly difficult circumstances, but there is no room for complacency."

"It is good that Ofsted and others continue to challenge colleges to do better for students in London."

She added: "We are pleased that the AoC

and colleges are also working with Ofsted to make improvements across the board and will offer support through our own education and apprenticeships work as appropriate."

So it seems the final piece of the jigsaw is to ask 'what is being done' about the aforementioned colleges — who qualified as the capital's 'biggest' with individual total incomes for 2010/11, as declared to the Skills Funding Agency, of more than £30m.

As Ofsted's Mr Harford pointed out: "We know there are issues, so what are we doing about it?

"We've got a programme of seminars and workshops aimed at getting colleges graded as satisfactory under our old framework, and requires improvement under the new one, to good.

"We're also doing work with colleges on how to observe teaching and learning in lessons."

He added: "Of course there are challenges for urban colleges, but a good college is a good college no matter where it is."

"We have many, many examples of where colleges succeed in difficult circumstances so we want to spread that best practice. We're trying to be part of the solution to improve things."

And the Learning and Skills Improvement Service has also put forward its services. Abi Lammes, regional development manager for Greater London, said: "We offer a range of interventions to enable providers to improve. Although most of the colleges identified attained a previous grade of at least two and therefore were not eligible for the improvement and development service, they could have accessed our portfolio of other improvement services."

"However, colleges must approach improvement as something that is sustained in order to gain the desired result. Short, sharp bits and pieces of engagement in standalone — often individual — improvement do not make the necessary impact."

"Colleges that do not access holistic improvement approaches, or wait to do so until the last minute, are more likely to be downgraded at inspection."

WESTMINSTER KINGSWAY COLLEGE**2** **2** Last inspected March 2011

Andy Wilson, principal of Westminster Kingsway College, said: "We were pleased to have retained our good Ofsted's judgement when we were inspected in 2011."

"Since then we have continued to increase success rates and, like all London colleges, striven to further improve the quality of the service we provide across the wide range of students we support."

LAMBETH COLLEGE**2** **4** Last inspected February 2012

A Lambeth College spokesperson said: "Our inspection in February 2012 highlighted some key areas for improvement and although it was graded lower than in previous inspections, the feedback enabled the college to refocus its mission back onto learners and their outcomes."

"Following this disappointing result, led by a new principal and senior team, we commenced a journey of improvement and change developing a post inspection action plan and a new strategic plan reshaping the college as a careers college."

"The college received a good monitoring visit in November 2012 that recognised the rapid improvements that have been made since February 2012. This report shows most areas making reasonable progress and one of significant progress."

"We have been monitored and challenged by the Skills Funding Agency and Education Funding Agency and the local authority to ensure actions are robust and the impact is sustainable."

"Lambeth learners face particular challenges that, if not fully supported, can prevent them from staying in learning and being successful. The college therefore invests in a high number of support staff to help these learners overcome very challenging personal circumstances."

"Another key part of the improvements made at the college are a more vocational curriculum offer and an emphasis on excellent teaching and learning."

"The college has more recently taken part in an AoC and Ofsted survey to analyse whether large urban colleges do indeed face more challenges than some other colleges."

"The outcome of this survey is being disseminated shortly and whatever the outcome, we will continue to work constructively and positively with its partners to ensure all learners are fully supported to enable them to succeed and progress to higher levels of study or to work."

"We feel the inspection result of February 2012 while disappointing has been a positive catalyst for change and has spurred the college on to think more creatively about its long term future and how it can become an outstanding college for its learners, employers and community."

KINGSTON COLLEGE**3** **-** Last inspected October 2010**DECLINED TO COMMENT****NOT AVAILABLE FOR COMMENT****CROYDEN COLLEGE****2** **3** Last inspected December 2012**UXBRIDGE COLLEGE****1** **-** Last inspected May 2008**DECLINED TO COMMENT****LEWISHAM COLLEGE****1** **3** Last inspected March 2012**NEWHAM COLLEGE****1** **-** Last inspected August 2009**CITY AND ISLINGTON COLLEGE****1** **-** Last inspected April 2009**SOUTH THAMES COLLEGE****2** **2** Last inspected August 2009**EALING, HAMMERSMITH AND WEST LONDON COLLEGE****2** **3** Last inspected January 2011**BARNET COLLEGE****2** **-** Last inspected November 2009**COLLEGE OF HARINGEY, ENFIELD AND NORTH EAST LONDON****2** **3** Last inspected January 2011

A spokesperson for the College of Haringey, Enfield and North East London said: "Our most recent full Ofsted inspection was in January 2011, under the previous Ofsted Inspection Framework. This inspection took place shortly after a merger and under a different framework than that used to inspect Conel in 2008, and Enfield College in 2005 our predecessor institutions."

"A number of Ofsted monitoring visits have followed our January 2011 inspection, the last of which was in June 2012. This visit showed the college was making good progress against all areas for improvement that had been identified."

"The College 2011-12 success rates are now above national averages and show a three-year improving trend. This means we are effectively meeting the learning and training needs of our students."

HAVERING COLLEGE**2** **2** Last inspected February 2011

Haivering College of Further and Higher Education vice principal Pat Brennan-Barrett said: "The learner journey is our priority. We pay attention to detail through stringent target-setting, and our lines of accountability are clear and all our support services see the curriculum and our students as the ultimate customers."

"We have a one-team, one-college approach to ensuring that our learners have the best possible experience. This starts by ensuring that our comprehensive initial assessment places the student on the right course, with the appropriate support."

"We have a strategic focus on teaching, learning and assessment. Much of our teaching is enthusiastic, inspirational and engaging. We continue to invest in developing our teaching and learning."

"We use our data to inform improvements, all managers know their data and are responsible for ensuring that each learner reaches their destination. We share good practice within the college and through our peer group of colleges, we constantly seek innovation. Our partnership work is outstanding. We continue to strive for excellence in all that we do."

"It is important to point out that it is not just London colleges that have been downgraded - this has happened all over the country. One challenge that faces London is the particular needs of the students from different communities, where many have additional needs."

"We have invested in up-skilling our learning support team and our functional skills team. This has supported learners in achieving their qualification and supported the vocational and academic curriculum teams."

THE COLLEGE OF NORTH WEST LONDON**2** **3** Last inspected March 2011**DECLINED TO COMMENT****OFSTED GRADE KEY****1** Outstanding**3** Requires improvement /satisfactory**2** Good**4** Inadequate

Editor's comment

Single pot or potty?

This year's Budget could well include deep cuts to FE.

Nothing new about the risk of public funding cuts, but the consequence of a central funding pot for local employment partnerships (LEPs) to competitively bid for is a particularly high-risk strategy.

What if a LEP prioritises an infrastructure project, such as housing, ahead of skills training?

If LEPs do prioritise skills training, would they be any more sensitive to local demand and economic need for particular skills and courses than colleges and training providers?

And with high youth unemployment and declining 16 to 18-year-old apprenticeship starts, is now the time for big structural change to the way provision is funded?

The former Training and Enterprise Councils (TECs) were scrapped for being costly, bureaucratic and lacking transparency.

Their replacement, the Learning and Skills Council, was heavily criticised for the way it planned skills provision locally, before the Skills Funding Agency took over.

Ultimately, will Lord Heseltine's proposal — to essentially reinvent nearly 40 TECs in the form of LEPs and each with five-year plans — make for a better FE and skills system?

Are there other equally radical, but better funding reforms, such as Doug Richard's idea of skills tax credits?

So many questions, and I'll need a lot of convincing the upheaval will be judged any more kindly than previous structural shake-ups.

Nick Linford, editor

Correction

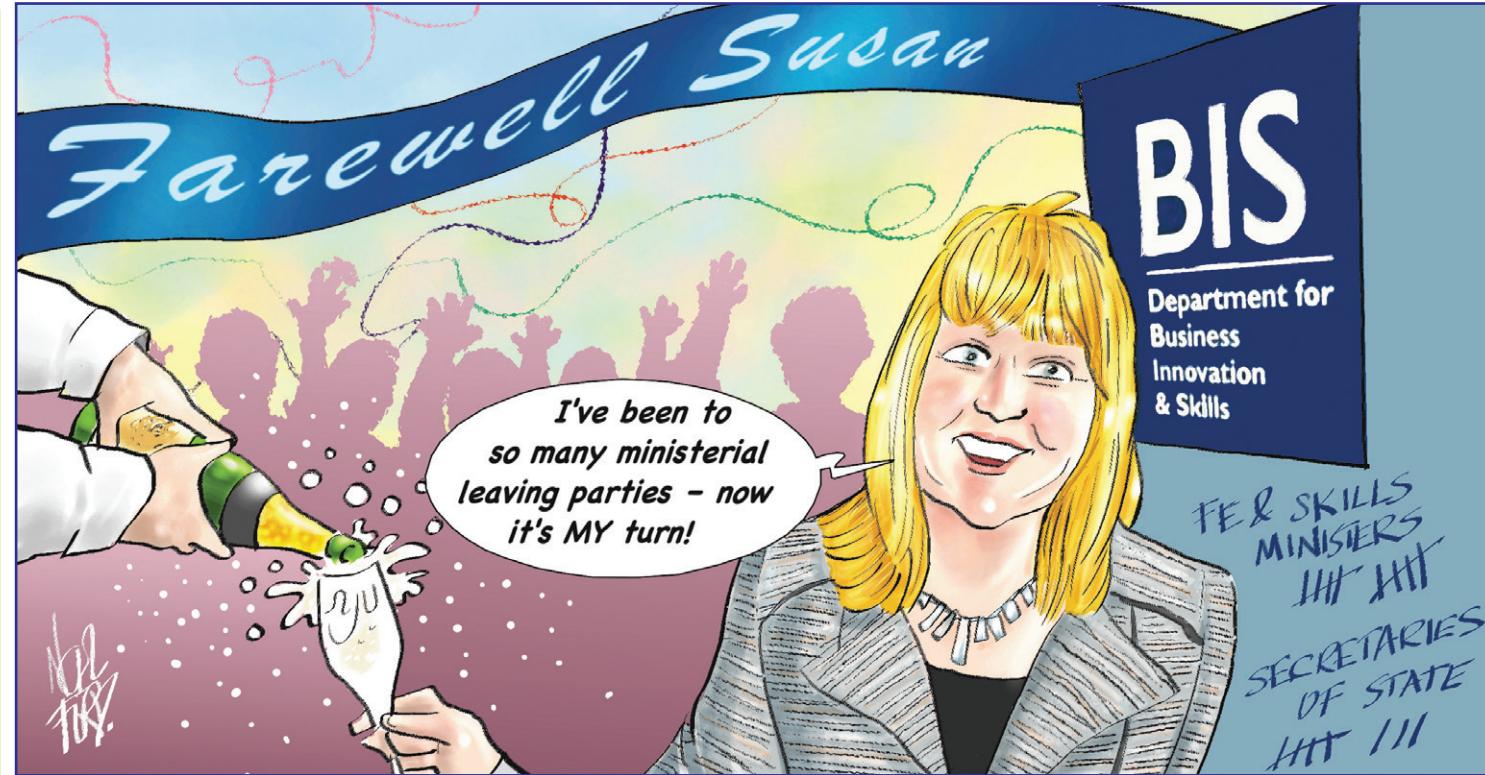


Above is a picture of Matthew Hancock MP. It is the picture that was promised, with a "pictured" note, in a page two story last week on under 19 apprenticeship numbers falling.

Meanwhile, fans of our Top tweets section on the same page may have noticed that last week's offerings were on the same issue as the aforementioned story — and not, as had been left in from the previous week, careers advice.

Have you spotted something wrong with this edition of FE Week?

If so, feel free to tell us about it, including the page and story headline, and explain what the problem is. Email us at news@feweek.co.uk with Corrections in the subject line.



Sector in tribute to outgoing chief

Rebecca Cooney

@AnyNameButBecky

The retiring head of further education and skills investment at the Department for Business, Innovation and Skills has told how simply helping learners has been among the highlights of her six-year spell in the post.

Dr Susan Pember, who got an OBE in 2000 for services to FE, has announced plans to retire on April 4.

A host of sector figures have lined up to pay tribute to the top civil servant, describing her as "hard to replace," a "good role model," and "scrupulously fair".

Dr Pember, speaking exclusively to FE Week, said: "I have supported ten FE and skills ministers and eight secretaries of state, and working with ministers and stakeholders to develop new policy has been the best bit.

"The areas I am most proud of are those directly related to improving the experience of learners, like Skills for Life, or ensuring adult learning's economic and social value is fully understood."

She also spoke of the "privilege" of encountering "dynamic" learners and teaching staff when visiting colleges and other

training providers.

"I have witnessed inspirational teaching and met many gifted students, trainees and exceptionally committed staff," she added.

"I will miss my staff, who are brilliant and really understand the needs of the sector, but I am very excited about what the future can offer."

Dr Pember joined the then-Department for Education and Skills in 2000 as director of adult basic skills strategy, before taking up her current position in 2006.

She had begun her career as a lecturer and later became a senior education officer, before taking over as principal at Canterbury College.

FE minister Matthew Hancock MP tweeted his reaction to her retirement, saying: "She will be hard to replace."

Further kind words came from the Women's Leadership Network director, Sue Daley.

She said: "Susan Pember's career story brought home to us what a great force she has been in the sector for such a long time and what a good role model for aspiring women."

Association of Colleges chief executive Martin Doel said: "Colleges, their students and FE generally have benefited hugely from Susan's advocacy and know-how at the highest levels of government."

"She will be sorely missed, but I do hope she will continue to be involved in the work of colleges."

Lynne Sedgmore, 157 Group executive director, said: "Sue has long been a passionate advocate for and challenger of FE colleges and the wider Learning and skills sector."

"Her experience as a principal stood her in good stead as a well informed and effective civil servant. Her work on basic skills was exemplary and she will be missed."

Graham Hoyle, chief executive of the Association of Employment and Learning Providers, praised her "scrupulously fair" dealings across the sector, adding: "Sue has been instrumental in ensuring the door of successive administrations has been open to work-based learning providers to put their case to ministers. Her advice has been greatly valued during challenging times."

David Hughes, chief executive of the National Institute of Adult Continuing Education, said: "I have worked with Susan for a long time and will miss her commitment to FE and learners within the machine."

"She has long been a strong voice and advocate for the sector within government, ensuring new ministers appreciate the importance of adult learning."

Comments

Alarm as under-19 apprenticeship figures fall

These findings are deeply concerning. Funding through the employer apprenticeship grant is a positive first step but we also need to focus on enticing 16-18 year olds to consider the vocational route in the first place. This can only be done by better educating our young people about their post-school options.

Suzie Webb, Director of Education, Association of Accounting Technicians

Panel sets out to define FE Guild

Waste of our tax payers money – The Gov. has already spent money on setting up IfL who already oversee a register of Qualified teachers, the registration process, codes of practice for professionals and their continuing CPD. Instead of re-inventing the wheel why not give proper further support to the IfL? Learning and Improving is more cost effective than starting again

Paul Brinklow

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Full contact details should be provided and can be withheld by *FE Week* upon request.

FE Week profile

Paul Phillips ~ his story

Chris Henwood

@Chris_Henwood

The principal of Weston College talks to FE Week

Wrestling fan, booker of TV celebrities and former disco promoter — it's a picture of North Somerset principal Paul Phillips that not many will recognise.

Mention instead the honorary doctorate of letters from Bath Spa University for promoting higher education in FE, an Ofsted additional inspector's post, or the 13 years he's spent at the helm of Weston College and the 55-year-old is more likely to come into focus.

If not, then talk of his 2011 OBE should mean the name springs to mind. Phillips got the honour for services to FE and the voluntary sector, but almost missed out.

"I had a letter from Her Majesty's office before saying I was being considered for an award but I hadn't actually opened the letter straight away — it looked to me as though it might be a tax demand," explains the father-of-two.

"It certainly looked like it could be a bill, so I put it to one side and didn't open it for a few days, not that I don't open bills.

"I was in shock when I opened it. I showed it to my partner, Julie, and she said 'wow'."

The revelation is one of the rare moments that Phillips slows in interview.

Forthright and forthcoming on, for instance, how his college has just won a £10m prison learning contract for 13 institutions across the South West, he becomes more reflective, but no less informative, when covering matters closer to home.

Having appeared in the press positively over stories such as the prison learning deal and the college's new autism centre, he's also made it into newsprint as the man behind college job losses and so could reasonably be expected to be cautious.

But the slowing down has more to do with pride at the award of the OBE and the keeping in check of emotion over his grandfather, Bert Lasseter, and father, Kenneth Phillips.

"My grandfather would have said that OBE stood for 'other bugger's efforts,'" he jokes.

"But I was pleased and very touched by it. I'm not touched by very much to be honest, but I was touched by that."

He continues: "I wish my dad had been alive to see it really, because he was definitely an inspiration for me."

"He was trained as a carpenter and decided he wanted a career in dentistry so went to night school and did his A-levels and became a dental technologist at the University Hospital of Wales.

"He would have enjoyed my OBE because, really, he should have had that. It was a very poignant moment in my life."

The underlying modesty is likely a family trait.

It was Phillips' "down-to-earth" grandfather — the man behind Phillips' ongoing love of all things English wrestling and the superstars —

of-their-day such as Giant Haystacks and Big Daddy — who said of his PhD in cost benefit analysis: "What's that? Paperhanging and decorating?"

The qualification — preceded by a Cardiff University degree in maths, statistics and economics, and a masters in economics and law of education — was followed by a job at the Ministry of Defence where he worked on computer-aided command systems.

But while there he was asked to "help out" teaching maths in a local technical college.

"I was pretty committed that I wasn't going to go into education and that I was going to be in the world of industry, but I did it for a couple of weeks and I got absolutely hooked — line and sinker," says Phillips, who lives in Penhow, between Chepstow and Newport.

It was a turning point and soon he applied for — and got — a maths lecturer post at Coleg Gwent's campus in Pontypool, just north of Newport.

Eight years later, in 1990, and having risen to the post of senior lecturer, Phillips became vice principal at the college's Ebbw Vale campus.

"If I ever lost sleep it was over that job," he says.

"There was significant unemployment in the valley and the college was dilapidated to say the least."

He adds: "One of my first jobs was getting the community in, but I remember thinking 'how do I do that?'

"I appeared on the front page of the local newspaper week after week with people questioning what I was doing"

"At the time we had Gladiators on the TV so I managed to get in touch with the TV programme and they agreed they'd send one along, and I got hold of Timmy Mallett from TV. We also got one of the cast of Eastenders in, all for an open day celebrating what the college was doing."

"In addition, I brought wrestlers in, but unbeknown to me the company who organised it decided to bring female wrestlers, so the local paper ran a story along the lines 'scantly-clad women encouraged into learning environment'.

"But it served the purpose and even more people flocked down."

The college "turned around," before Phillips moved onto become overall vice principal of Coleg Gwent in 1994.

"It was probably the job I enjoyed least because I was vice principal of a college that had five campuses with at least 30 miles between some of them — it brought the message



home to me that big isn't always beautiful," he says.

"Sadly, my marriage was breaking down at the time and probably the job had a lot to do with it. I was having to put phenomenal hours in."

But in 2000, Weston beckoned the rugby-loving Welshman.

"I wasn't that keen at first as I was happy with my lot, but as vice principal I could never really set an individual journey for an institution," says Phillips.

"But the challenge was there — Weston wasn't doing particularly well financially and it didn't have a good reputation in the community and the curriculum construct was very poor."

"I decided the only way to deal with the problems was a complete restructure. I removed seven of the eight heads and started from scratch."

"There was significant publicity and I appeared on the front page of the local newspaper week after week with people questioning what I was doing."

"I'm sure there are still some people out there who would rather I had never come to Weston because there were very difficult decisions that had to take place."

"But we've grown significantly ever since — from an £8m turnover to about £32m this year and next year we'll be £43m to £45m."

The success sees Phillips now head a 7,500-learner college looking at opening a fourth campus in the near future, that Ofsted rated as good in 2008.

But achieving outstanding isn't necessarily next on his radar.

"I could make Weston very easily a tertiary college and very easily achieve outstanding, but that wouldn't be what the community wants," he says.

"The community wants everything. It wants

that outstanding provision for academic, but it also wants the same for vocational and it also wants the bespoke learning for those who haven't had the same chances that I, and others have had. That's what the outstanding college is to me."

He adds: "In my younger days I thought I'd seen all aspects of life and nothing was going to shock or change me."

"I ran a disco in Cardiff and had loads of other jobs and thought I'd seen the world, but when you go into some of the deprived areas with massive learning difficulties and you go into the prisons, you see how privileged your upbringing was and you see what these people do and you see them succeed, it's just fantastic."

It's a personal thing

What's your favourite book?

The Wind in the Willows by Kenneth Graham

What did you want to be when you were younger?

A steam train driver

What do you do to switch off from work?

I enjoy going to watch the rugby and professional wrestling

If you could invite anyone to a dinner party, living or dead, who would it be?

Cheryl Cole, Alex Ferguson, The Queen, Norman Wisdom, Morecambe and Wise and my dad

What would your super power be?

I would like the ability to look at somebody and immediately assess their potential — in fact, I might already have this super power

FE Week Experts

Getting our priorities right

After a lukewarm reception, the guild project seems to be picking up steam. As the consultation period begins and the guild's future hangs in the balance, Peter Davies reflects on how far they've come and how far they still have to go.

It has been a hectic 11 weeks since the launch of the guild project and my start on November 21.

At that stage there was a general idea of the possible role, covering teaching and learning, leadership and governance and related professional skills.

But exactly what this meant, how it could be achieved and how it could add value was still pretty vague.

We were not even sure if the sector really supported the concept. That was partly why we immediately set up an online survey, which was really well supported with 404 responses, but more importantly showed 50 per cent of respondents supported the concept and only 8 per cent did not, with the rest being neutral pending more understanding.

Even more encouragingly, 69 per cent felt that if set up well, the guild could add value to the sector — a better level of support than many expected.

“I hope I am not deluding myself in thinking that there has been an increasing level of enthusiasm for the guild”

There were also some good indicators about specific roles with 87 per cent support for including qualifications and standards, even if that is a bit obvious.

Equally, together with feedback from focus groups, it became evident that we needed, with the sector, to identify much more clearly what the guild's potential role and value might be.

If the stats are anything to go by, I think we certainly generated wide interest, with 2,700 blog views and 2,000 website visits, viewing over 6,600 pages.

Based on project papers, we had very positive steering group discussions, settling on some top level aims around ensuring the best possible learner experience and outcomes; enhancing the reputation of the sector; articulating provider best practice for the workforce; and making the sector an attractive place to work.

We then postulated that “the most important enabler for the achievement of these high level aims is to have a professional, motivated,



respected and highly effective workforce... underpinned by effective governance and accountability.”

Defining the key aims allowed us to focus on the main areas of relevance supporting professionalism, which I hope people will identify with when they read the consultation document.

It suggests that the guild might be responsible for qualifications and standards, continuous professional development and networks of professionals, underpinned by research and sharing best practice, definition of the wider personal qualities and characteristics associated with professionalism, definition of the attributes required for a world class workforce, and understanding of how a professional workforce contributes to overall sector reputation.

We also proposed options for governance, accountability and operational structures, which align with being ‘sector owned’, a premise supported by 86 per cent in the survey.

This is not just about legal niceties, but also finding mechanisms to ensure that the sector really can decide what the priorities are for the guild, both strategically and operationally.

In recognition of the resource pressures being felt across the sector, we have also suggested adopting a lean operational model, which relies much more on working with and through other bodies, as well as sector supported, committee structures to ‘run’ the show.

With the pressure on people's time, I don't underestimate the challenge, but equally I hope the proposed structure really does empower the sector to take charge of this very important part of our business and engender a real commitment to be involved.

Personally, I hope I am not deluding myself in thinking that there has been an increasing level of enthusiasm for the guild as people understand more about its potential.

We know that we have a shorter consultation period than is ideal, but our commitment to full consultation remains and I am really looking forward to hearing people's views on the proposals in the consultation document, which we need to help define the implementation plan due at the end of March.

Interested parties have until February 22 to return views on the document, which is available for download at www.feguild.info together with the response form.

*Peter Davies CBE,
FE Guild Development Project lead*

Getting up to date with exams modernisation

The cost of exams is a major entry in the expenditure column of a college's balance sheet, but, as Rob Elliott explains, moves to simplify the current FE exams process could lessen their financial impact.

Different awarding bodies in the FE world currently require candidate data to be sent in a multitude of different formats from good old-fashioned paper, to spreadsheets or via online portals and independently-developed electronic data interchange (EDI) systems.

Add to the mix that a general FE college can deal with up to 50 of the 100-plus existing awarding bodies and it is little wonder we have an exams system that many find confusing and ultimately costly to operate.

But, after a number of attempts to rationalise the existing exams system, change is finally on the horizon.

A big sector push was crystallised by a non-partisan paper, written by Capita, that gained support from more than 100 colleges as well as other MIS suppliers.

It called for a new industry standard of electronic data transfer, open to all awarding bodies to adopt, and emphasised the desire to see full and transparent fee information in the transactions.



colleges will have a cash register of entries, allowing them to manage invoices from different examining bodies more efficiently.

An increased transparency in the cost of exams might lead to a more competitive market, and may well see colleges making different choices as to which exam board they use.

Having integrated student records and exams systems that share common data also improves the quality of exam entry data, helping colleges keep a tighter rein on expenditure.

For example, Edinburgh's Telford College recently adopted a fully integrated student and exams system and dropped their error rate from 20 per cent of data entries being rejected by the Scottish Qualification Authority (SQA) to 0.1 per cent. Non-certification of students also dropped significantly from 15 per cent to less than 0.1 per cent, giving a saving of around £60,000 in the first year.

Better quality data will reduce late entry fees — an avoidable expense — and ensure no student who has changed or withdrawn from the course is entered for an exam.

When you consider that the second largest expenditure for colleges after staffing costs are exams fees — which can be more than £1m — this could add up to substantial savings.

Michael Turner, director of JCQ, sums it up when he says that the A2C is an excellent example of how awarding organisations, in cooperation with MIS providers, are working together to improve data sharing.

“Although the programme won't be finished completely until 2014, the benefits are already being realised,” he said.

“We will see improvements in what data is shared so that there is a harmonised system across general and vocational qualifications, and a reduction in the bureaucracy of administrating examinations. It really is a system for the 21st century.”

Rob Elliott, product manager at Capita Further and Higher Education

ADVERTORIAL

New app helps students to learn smarter

Learning Smarter is a revolutionary new web application using the latest mobile technology to improve learners' experience in colleges, schools and training providers. Learners use technology already in their possession - their smartphone or tablet (or any device that can access the web) - to ask and answer questions, and also to evaluate and reflect on learning. This improves the quality of teaching, learning and assessment.

It has been developed as a joint venture between Smartphone Media and Protocol's College Leadership Services (CLS), who work closely with colleges and other providers to help them improve their provision, particularly related to teaching, learning and assessment.

Deborah McVey, Head of Observe and Improve at Protocol, came up with the idea for the Learning Smarter app as a solution to the lack of evaluation and reflection on lessons and learning.

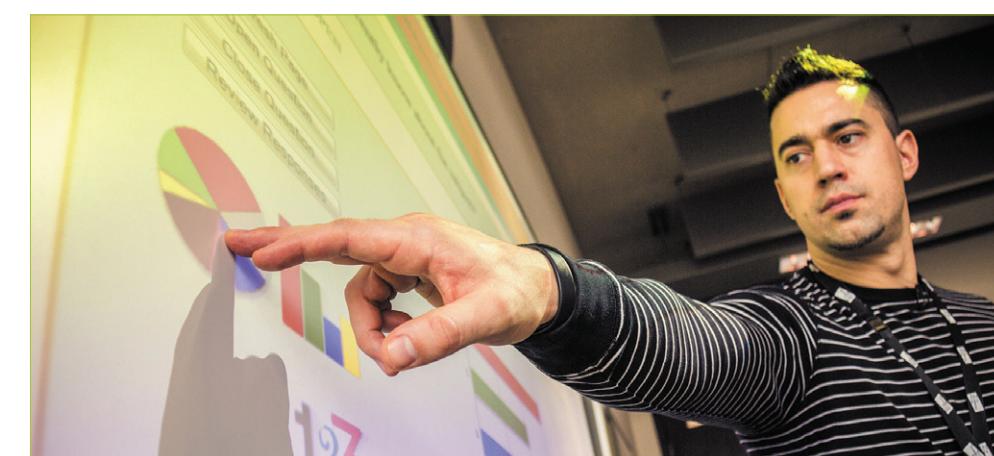
An ex-teacher and experienced inspector for Ofsted, Deborah has worked with Smartphone Media taking Learning Smarter from initial

idea to finished product. Deborah states, "We wanted to create something simple to excite and engage learners and improve communication."

As a teacher with little ICT skills, I also understood the importance of making something that all teachers could have the confidence to use.

We know that one of the key ways to create enthusiastic, motivated and independent learners is by helping learners to assess and reflect on their learning. It is the immediacy of responses that encourages group discussion, allowing teachers to respond and change lessons instantly, according to the feedback they are getting."

A three month pilot at City of Westminster College found that students using the app communicated better and more frequently. The app helped teachers get to know their students and better understand their needs. A high value was placed on the instant responses of every single learner in the room and knowing exactly who each response came from.



The app has five features, each offering different functions:

1. Open questions - teachers input their own questions, which learners respond to with text answers.
2. Closed questions - teachers input their own questions, which learners respond to with a set of fixed, closed answers.
3. Set question checkpoints - designed to encourage reflection, helping learners to consider not just what they are learning, but how they will use it.
4. Set evaluation questions - to check understanding at the beginning, middle and end of learning and gauge the extent to which the

lesson was successful.

5. Ask a question - learners ask the teacher a question. The teacher can then put this question back out to the group for all learners to answer themselves.

A robust reporting system allows teachers and college management to analyse the results and identify trends, so teachers can reflect.

Colleges will be able to purchase an annual license for the Learning Smarter app with costs dependent on the size of the organisation.

For further information visit
www.learningsmarter.co.uk or contact
Lakeisha Dawson, Learning Smarter Administrator on 0115 911 1111.

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Work hard, play harder

Eleanor Radford
@Eleanor_Radford

Thirteen apprentices have come together with a mission to raise the profile of apprenticeships throughout the country.

The group, selected from companies such as BAE systems and Vauxhall and with ages ranging from 18 to 24, has formed to become the first Industry Apprenticeship Council (IAC) and met with FE Minister Matthew Hancock at the House of Commons to canvas him for support.

The IAC joined an All Parliamentary Party Apprentices Group meeting to discuss the government's apprenticeship strategy following the publication of the Richard Review and raised issues such as schools not pushing apprenticeships and encouraging a perception that vocational routes were secondary to the academic pathway.

The group aired solutions they had come up with such as starting a national advertising campaign to promote the more affluent lifestyle apprentices, they said, could lead compared to their peers and asked Mr Hancock if he would meet with them to take on the proposal.

"How could I say no?" he replied.

Electronic engineer at MBDA Sam Ball said: "We want to start a campaign to show the great experiences we have had like owning a house, speaking in the House of Commons and going on TV. Some of my apprentice friends have driven £120,000 cars."

The 20-year-old from Bolton added: "We want to encourage the strapline 'work hard, play harder'."

Business administration apprentice at Vauxhall Lizzie Moffatt, 19 and from Luton, said: "We want to tell the stories of people from the inside, such as managing directors who started out as apprentices, looking at where they are now."

"We want to show that higher education can be achieved through apprenticeships too."

Drew Reiddy, an engineering manufacture apprentice at BAE, said the profile of apprenticeships needed to be raised throughout companies themselves with more of a chance for children to go into work places to show them where they could be in a few years' time.

Sam Dutton, a 19-year-old manufacturing



The Industry Apprentice Council with FE Minister Matthew Hancock. From left: Louis Chinea, 24, Jonathan Sixsmith, 22, Drew Reidy, 20, Sam Dutton, 19, Matthew Hancock MP, David Ferguson, 21, Jordan Philips, 18, Sam Ball, 20, Jack Stearn, 19, Natalie Harris, 18, Elizabeth Moffatt, 19, James Turner, 24, John O'Driscoll and Hal Willis, both 20

engineering apprentice for KMF said the value of apprenticeships needed to be promoted to parents as "they were the ones helping to make the important decisions".

"This could be achieved by going down a commercial route having adverts on websites such as car manufacturers so when a parent was looking at buying a new car they could see a banner pop up promoting apprenticeships," he said.

Miss Ball added: "It's important teachers understand the benefits. When I was at school I was told I would waste my abilities doing an apprenticeship."

Of the 13 group members just one said they were encouraged to take their chosen career path by their school.

Miss Ball said she only became aware of her chosen vocational route because of research she did herself.

"I went to a good college but they were only interested in the university route," she said. "I didn't really enjoy the classroom experience anymore so I started looking on websites like NotGoingtoUni.co.uk and found out about it myself."

She said she liked knowing she made a "contribution" to her organisation and get-

ting involved in groups such as IAC as well as having the chance to do charity work. She was also able to complete a first aid course.

Jordon Phillips, an 18-year-old mechanical and electrical engineering apprentice at Nestle, said: "I came across Nestle when looking for a two-week work experience placement. They told me about the apprenticeship scheme and I went straight from school to college for a year but through the scheme. It was really good knowing I had the security of a job at the end of it."

Hal Willis, a 20-year-old aeronautical engineering apprentice for Airbus, told Mr Hancock he felt there was a "lack of information at schools about careers".

Mr Hancock said: "The best experience people can have is by having information available to them but information is not enough. It is about the quality of that information and being able to navigate your way through the system."

He spoke of the advantages of destination data, introduced by the government last year to track young people's chosen paths, and the importance of apprenticeship graduation ceremonies to add value to the achievement and getting young people out into the workplace.

"Research shows that if you have had four interactions with employers, whether that is work or an interview, you are then half as likely to be unemployed as before," he said.

He said in the future the duty would be on schools to provide careers advice and guidance.

"We will find out from Ofsted how much they are doing with their new duty," he said.

Mr Hancock added that big companies such as Cadburys should "step up to the plate" and design apprenticeships and pass on the templates throughout the industry.

The IAC has been convened in partnership between EAL, the specialist awarding organisation for industry qualifications, and IMI, the leading awarding body for the retail motor industry.

Ann Watson, managing director of EAL, said: "The members of the council will also become ambassadors for apprenticeships in their sectors, raising their profile and promoting the opportunities to young people at school."

"The IAC members are enthusiastic, highly skilled, determined and intelligent individuals – superb examples of the standard of industry apprentices."



The All Party Parliamentary Apprenticeships Group meet in a House of Commons committee room



Sam Ball, electronic engineering apprentice at MBDA



Drew Reidy, engineering manufacture apprentice at BAE

Photos by Nick Linford

City & Guilds



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Funding reform tops agenda

Lindsay Plumpton

More than 150 representatives from colleges, training providers and government agencies came together for Lsect's winter Data and Funding Conference.

The conference, held at London's Morley College, had a packed agenda, ensuring delegates left the event armed with hot-off-the-press funding updates and expert advice on the efficient use of data to raise standards in education.

Attendees had the opportunity to network over lunch, and share experiences with staff in other colleges facing similar challenges within their own organisations.

Key speakers at the February 5 event included managing director of Lsect (and FE Week editor) Nick Linford, who was joined by lead auditor at RSM Tenon Karl Bentley and learning and skills consultant Mike Davis, formerly of Ofsted.

Nick kicked off proceedings by commenting on the pace of change for 16 to 19 funding as colleges find themselves faced with the implications of a new per student funding methodology.

"With the raising of the participation age comes a whole new way of funding 16-18 year old learners," he said.

"Clearly the most significant reform is the transition from funding per qualification to funding per student, which includes a move away from standard learner number rates on the learning aim reference application.

"Also, funding will no longer be linked to whether a learner achieves the qualification, but simply whether they finish the course."

Mr Linford also spoke about the govern-

ment's policy to introduce study programmes to include English, maths and work experience.

He reiterated the importance from 2013/14 of recording all eligible qualification and non-qualification activities in a student's learning plan to showing how the institution incurred a recognisable cost in delivering activity.

"When putting together your programme, you need to take into account your learners' needs as well as which activities fit into the programme and the funding requirements for that," said Mr Linford.

"The Education Funding Agency is expecting full-time learners to do on average 600 hours per year over the course of two years, although to be counted and funded as a full time learner their study programme must have at least 540 hours.

"Funding will no longer be linked to whether a learner achieves"

"My advice is to avoid curriculum planning right on the threshold of 540 hours. It's much better to plan around 600 hours so you have around 60 hours as a buffer rather than cutting right to the bone for efficiency savings."

Funding auditor Mr Bentley followed onto the platform with a look at audits past, present and future.

"Although colleges and other providers are now focusing on planning the academic year

2013/14, there are big changes afoot in 2012/13 from an audit point of view," he said.

"For example, the new single audit approach for this year will audit all elements of adult skills budget, so no separate visits for classroom and workplace provision. Everything will be under scrutiny at one time.

"It's also predicted that the final individualised learning record return deadline will take place around a month earlier than usual, meaning audits might cut into summer holidays and busy periods of enrolment — I realise this can cause concern both for colleges and auditors."

In terms of 2013/14, Mr Bentley said he could only speculate on what the future would hold for auditing purposes. However, it was likely that subcontracting will be continue to be a hot topic, along with verifying the minimum 540 hours for full time 16 to 18-year-olds, he said.

Mr Davis, fresh from departing Ofsted this month, offered colleges some independent advice on how they should prepare for the new short notice inspections from the point of view of performance data.

He said: "You need to have what the inspectors are looking for at your fingertips — it's important to plan thoroughly and to have a regularly maintained data pack available including all the key information."

Mr Davis also warned colleges they needed to be able to prove more than just success rates.

"There are several measures required to be able to judge learners' outcomes fully — Ofsted want to see the speed at which learners are moving forward into meaningful employment," he said.

"Data is therefore expected for relevant

learners' progression and destination."

Mr Linford concluded the conference by giving an insight into the Skills Funding Agency's new funding methodology for 2013/14.

Delegates were guided through the new qualification and curriculum framework funding rate banding matrix for 2013/14.

Mr Linford also took a closer look at the introduction of 24-plus advanced learning loans, in terms of provider funding from the Student Loans Company, learner eligibility (assessed by the loans company) and supporting students in their application as well as the bursary fund.

"It's imperative that colleges and training providers take note of the new rules"

The presentation ended with a look at the new Skills Funding Agency funding rules for 2013/14 on subcontracting.

"It's imperative that colleges and training providers take note of the new rules and ensure they publish correct data on the actual level of funding paid and retained for each subcontractor in 2013/14," said Mr Linford.

To round off the day, all delegates were invited to the pub for a post-conference drink courtesy of Lsect to wind down with some informal chat.



Four key slides used at the Lsect data conference

Key 16-19 funding formula reforms

2012/13 (now)	2013/14 (next year)
Funding per qualification	Funding per student (overtime per Study Programme)
Standard Learner Numbers on LARA	Fixed £ rates with minimum learner glh thresholds
Success factor	Retention factor
Formula Protection Funding (FPF) to last at least until end of 2015/16 (true?)	

Ofsted preparation

Whilst inspectors' focus has moved away from data – the importance of providing timely and **accurate data** remains key

Key Docs:

- **Sept 12** – 'Guidance on the use of data to support judgements on 'outcomes for learners' in learning and skills inspections' ([Published on Ofsted website](#))
- **BI-06 form** – 'What the provider needs to prepare in advance for short notice inspection'
- **BI-12 form** – 'SSA Outcomes Evidence Form'

Funding audit in 2012/13

- Big audit changes in 2012/13 for Adult Skills Budget (ASB)
- 10 key questions – response depends on type of provision
- Sample sizes not changing (maximum still 80)
- 16-18 audit approach is unchanged
- Work programme published on 25 January 2013
- New audit approach will audit all elements of ASB
- No separate audits for Classroom and Workplace elements
- Sample of 80 tests all areas
- Standard questioning applied to all learners in sample
- Response to question depends on type of provision

26 | Connect to rsmtenor.com

2013/14 Simplified SFA Funding Rates

Funding Band (Credits)	Programme Weighting (PW)				E – Lower Specialist or G* – Higher Specialist
	A – Base (unweighted rate)	B – Low	C – Medium	D – High	
Award (1-4)	£148	£166	£193	£237	£255
Award (5-12)	£336	£376	£437	£537	£578
Certificate (13-24)	£724	£811	£941	£1,159	£1,246
Certificate (25-36)	£1,265	£1,417	£1,645	£2,025	£2,176
Diploma (37-48)	£1,987	£2,225	£2,583	£3,179	£3,417
Diploma (49-72)	£2,573	£2,882	£3,345	£4,117	£4,425
Diploma (73-132)	£4,170	£4,670	£5,421	£6,671	£7,172
Diploma (133+)	£6,602	£7,395	£8,583	£10,564	£11,356

* Higher Specialist provision attracts an additional uplift where delivered by certain specialist providers

No change from SFA June 2012 document

Faced with challenges from shrinking budgets to shifting policies, today's College managers need excellent management skills.

The answer? Sector Management College. **It's the only development programme that tackles the specific needs of FE managers.**

Developed by AoC Create in association with LSIS, the programme helps staff to manage business priorities and achieve their objectives. **Good news for them, good news for their College.**

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- **CHOOSE** from non-accredited and accredited study routes, leading up to Diploma and Masters
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Find Out More

Call us on 020 7034 2640 or go to www.aoc-create.co.uk. We'd love to help you.

"What I am doing differently as a result is managing staff more effectively, managing workload better and I am more able to tackle contentious issues"

Jenny Smith, Programme Leader - Care Studies, Boston College

"A cornerstone for individual and sector talent development" Martin Doel, Chief Executive, AoC

FE Week campus round-up

sponsored by **empra**



Art and design students sporting their hats. Back row, from left: Laura Whitlam, 18, Tori Wilding, Beth Taylor, both 16, Jemima Bellamy, 17, and Rebecca Thompson, 18. Front: Poppy Harrison and Kokoro Inoue, both 16

Hats off to green thinking college students

Students in the South West have been putting their thinking caps on in record numbers to raise awareness of the environment and sustainability.

More than 1,500 students and staff from across Wiltshire College's 10 campuses donned specially made paper hats in an attempt to break the Guinness World Record for the most people wearing recyclable hats simultaneously across multiple locations.

Students produced a range of creative designs including berets, top hats, crowns, bonnets and a pharaoh's headdress.

Principal Di Dale wore a lily pad hat made for her by level three art and design students Cheralynne Rendell and Emma Downs, both from Chippenham.

She said: "I was delighted with my hat and feel the students have all been absolutely brilliant during the whole record attempt."

She added: "Today was without any doubt a true college-wide team effort of which we can be proud."

It will be up to six weeks before the college finds out if it has broken the world record, which currently stands at 972.

Young athletes in the media spotlight



BTEC creative media student 17-year-old Leah Deacon interviewing Aldershot FC apprentices and BTEC sports science students

It was lights, camera, action in Hampshire when media students had the chance to put apprentice footballers on the spot as part of a joint training exercise.

Media students studying a BTEC level three diplomas at Farnborough College of Technology filmed 17 Aldershot Football Club apprentices being interviewed on a range of issues including racism, homosexuality, infidelity, crowd violence, alcoholism and misuse of social media.

Leah Deacon, 17, played the role of

interviewer, and footballers were able to watch the recording to see how they performed under questioning.

Trainee footballer Reece Beckles-Richards, 17, said: "This session certainly opened my eyes to how the media could play a part in my career."

The footballers, who are doing sports performance as part of their two year scholarship with Aldershot, took part to support their athletes' lifestyle module which aims to help them gain an understanding of life as a professional footballer.



Rob Jones, 17, will play for England in South Africa this month

Priestley College cricket star to play for England

A young cricketer from Cheshire will be stepping up to the crease to play for England this month in a series of matches in South Africa.

Rob Jones, 17 and from Stockton Heath, is studying BTec sports performance and excellence at Priestley College and is one of 18 boys chosen from the England Development U17s to compete against eight South African teams.

Rob said: "I always played just because I love the game, but I never thought I'd be where I am today, playing for England."

This will be Rob's second foreign tour having played in India last year.

"India was a fantastic experience and I would go back again tomorrow," he said.

"We worked with 50 kids from the slums giving them a cricket day with a packed lunch and t-shirts.

"They absolutely loved it and it was one of the most rewarding days of my life."

Rob hopes to repeat this experience and has enlisted more than a dozen classmates to help raise money to buy pencils and notebooks for South African children to help with their schooling.



From left: Shannon Lloyd, 17, Kristen Lucas, 19, Shanice Godwin-Samuel and Abbie Godbold, both 17

We can do it, say Fashion Enter apprentices

Budding designers in London are saying "We can do it!" in a bid to encourage young people to take up apprenticeships.

Apprentices at Fashion Factory, Fashion Enter, are part of a campaign to mark the opening of applications for Creative Skillset's new higher level apprenticeship in fashion and textiles.

Kristen Lucas, 19, a current Fashion Enter apprentice said: "I am learning so much and it is opening my eyes to all the different careers available in the fashion industry, and I get to earn as I learn."

"Other young people should think about apprenticeships, not just in fashion, as the

best option for work and getting skills."

Fashion Enter is increasing its intake of apprentices following the success of its Made in Britain clothing label, which has allowed it to relocate to larger factory premises in Haringey, North London.

Jenny Holloway, managing director of Fashion Enter, said: "The higher level apprenticeship in fashion and textiles provides new and exciting opportunities for both the individual and the fashion industry."

"Apprenticeships are 100 per cent right for the current economic environment – employers need people that can do, and on the job training is invaluable to success."

Want your college or training provider to appear on these pages?

Send your stories with pictures to news@feweek.co.uk including names, ages and course of students where applicable

Carers' helping hands get a manicure



Beauty student Sandra Fotinaite, 26, with carer Leila Davis

Young beauticians in London got to share their caring side when they offered free treatments to a group of carers.

The level two and three beauty students from the College of North West London invited the carers, who look after ill, elderly or disabled relatives or friends, into the campus salon.

Maggie Barth, head of faculty for arts, community and leisure studies, said: "This kind of activity is extremely beneficial to the students.

"It gives them hands on experience as well

as the opportunity to work on their social skills too — a big part of being in the service industry."

The carers, who all use the support group Elders Voice, were treated to full body massages as well as hand and nail treatments.

Elaine Fletcher, health development worker at Elders Voice, said: "All of the carers are most grateful for the wonderful treatments and they didn't want it to come to an end. Some commented it helped take their mind off their caring role and it was a great treat."



From left: Tara Edwards-Jones and Darcy May-Hennessy, both 18, modelling their costumes for shoppers at Brent Cross shopping centre

Glitz and glamour at college winter event

Creative industries students in London brought some sparkle to winter at Brent Cross shopping centre with a showcase of live music, photography and fashion.

The winter showcase was themed 'glitz and glamour' and combined the talents of creative learners from Barnet and Southgate College, with fashion and hairdressing students modelling their own designs as well as make-up by beauty students, who were also offering make-overs to shoppers.

Music students accompanied the fashion show with live performances, while

photography students had a chance to exhibit their work in public.

Kamila Agayea, 18, an NVQ level one hair and beauty student who modelled in the show, said: "I was a little nervous before I stepped onto the catwalk but the cheers from the crowd were amazing. It's such great experience to be part of a live show, with live music in front of an actual audience."

She added: "We've been preparing for the show for several weeks to ensure it all looks amazing and goes smoothly — it's definitely been the best thing about my course so far."

Spicing things up at Walsall College



From left: catering students, Siana Walker, Sanjay Kumar, both 18, head chef at Five Rivers Rashpal Sunner and commercial chef and trainer assessor in hospitality and catering at Walsall College Steve Biggs

Young West Midland chefs added a touch of spice to their cooking when they received a master class in Indian cookery from professional chefs.

The catering students at Walsall College were shown how to prepare a range of mouth-watering Indian dishes by experts from award-winning local restaurant Five Rivers à La Carte.

Catering student Siana Walker, 18 and from Wolverhampton, said: "I really enjoyed the lesson and I now know how to blend spices to make a curry paste, and use this as a base to create a variety of authentic Indian dishes

such as prawn curry."

The budding chefs' new skills will be judged by Five Rivers to see which student can recreate the best Indian dish.

Walsall College catering assessor Steve Biggs said: "We are very grateful to the chefs at Five Rivers for taking the time to share their skills and expertise in Indian cuisine with our students.

"It is a cuisine we don't cover in great detail on the course, so the workshop was a great opportunity for students to learn new techniques from industry professionals."



Ryan Stephan and Charlotte McCourt are ambassadors for the Lessons from Auschwitz project

South Cheshire learners teaching lessons of the past

Two Cheshire students will be passing on a message of tolerance to fellow learners after becoming ambassadors for a holocaust remembrance project.

Charlotte McCourt and Ryan Stephan, both 17, have been chosen to take part in the Lessons From Auschwitz project and have visited the Auschwitz concentration camp in Poland and attended seminars to learn more about the history of the holocaust.

They shared their experiences with other students at South Cheshire College by giving presentations and organising debates, starting with a talk to mark Holocaust Memorial Day on January 27.

Both students are doing A-Levels and hope to study history at university.

Charlotte said: "Hopefully, I can explore some of the key messages which the project has highlighted with students at college."

"This is an interesting and exciting opportunity for us both and is something extra to our A-Level courses."

Ryan added: "The project has helped us to understand far more about the holocaust and now we are looking forward to taking part in specialist projects in college which focus on some of the key messages that stem from it."

FE Week campus round-up

sponsored by **empra**™

Exploring communication through dance



From left: lecturer Gerald Kane, Riley Kyle, 16, Jordan Watts, 17, Reece Bowler, 16, Elliott Giles, Shane Reed, both 17, Callum Leeks, 16, Yatnawan Rai, 18, Corey Harper, 16, and technician Angie Woolford

Paving the way for a career in building craft

Building craft occupations students are laying the foundations for their learning by giving a church and a scout hut in Swindon make-overs.

The level one students from Swindon College are set to renovate The Wick sea scout hut, and St Andrews Church, Blunsdon, and have visited the venues to do risk assessments and method statements, tooling requirements and draw up a programme of works.

Lecturer Gerald Kane said: "The project will take around 10 to 12 sessions to complete.

It's a great opportunity for the students to work in the community and gain valuable experience."

He added: "Both organisations really appreciate our support."

The Wick sea scout hut will be redecorated inside and have its sign spruced up, while students working at St Andrews Church will recondition the front gates and have the spikes capped, maintain the porch gates and the internal door as well as the moveable partition which allows the space to be divided up.



Front row, from left: Alicia Poyser, Rachel Faux and Aimee Green, all 20. Back row, from left: Sascha Hurst, Jake Yates, both 19, Bethan Downs, 21, and Nicci Lewis, 26

A troupe of Derbyshire dancers will be leaping into action with a ten-day dance tour of their community exploring themes of communication and change.

More than 40 dancers from Burton and South Derbyshire College (BSDC) will visit schools and community groups to celebrate dance in education and showcasing imaginative choreography inspired by sign language, shorthand writing and social media.

Dancer Christalla Kourouyianni, 20, said: "The dance tour will help us develop

our management skills and will give us the opportunity to give back to and educate the community. The audience will have the unique chance to learn about communication and change through dance."

The annual tour has been organised by foundation degree dance students and the dancers have gained valuable tips from working alongside former BSDC student Luke Birch who has gone on to have a successful career with a range of high profile dance companies.

Chilly challenge for outdoor activity student

An intrepid outdoor activity student will be on top of the world if he can complete the North Pole Marathon and raise £20,000 for the cardiac unit which saved his little brother's life.

Tom Jenner, 19 and from Flitch Green in Essex, who studies at the University of Derby Buxton, is aiming to run 26 miles across the Arctic in the hope of raising thousands of pounds for Great Ormond Street Hospital.

He said: "In 2010 my little brother Ollie, who is now 11, was diagnosed with Wolff-Parkinson-White Syndrome, a rare and potentially fatal heart condition. They decided Ollie needed open heart surgery which thankfully was a complete success.

"If he hadn't been given this rare diagnosis he would have died, so running the North Pole Marathon is my way of giving something back to the staff of Great Ormond Street Hospital for what they have done for my family."

Wolff-Parkinson-White Syndrome occurs in only around four out of 100,000 people, and is caused by an extra pathway that the electrical impulses in the heart follow.

This in turn can lead to an irregular heart rate and, when triggered by certain conditions, such as running, cold, stress or shock, can cause a rapid increase in the number of beats per minute.

For Ollie, this made life fairly difficult, especially as medical examinations found that he had not one but two extra pathways in his heart, making the operation to correct it even more dangerous.



From left: brothers Ben, Tom and Ollie Jenner

Tom now wants to show his gratitude by taking on one of the most physically demanding marathons in the world, which only 255 runners have ever completed.

As part of his foundation degree in outdoor activities, Tom has undertaken winter skills training, and has been making the most of the recent cold weather to put in some extra preparation, despite the fact that even

the coldest day this winter in the UK will feel warm compared to the chilly minus 32 degrees which temperatures can sink to during the race.

However, Tom is confident that his gruelling regime will make sure he is ready for the race, both physically and mentally.

"The only thing I can't prepare for is polar bears," said Tom. "But I'm really looking

forward to the experience and plan to run at least a marathon a week over the next year to train."

He hopes to run the marathon in April 2014, and needs to raise at least £12,000 to enter. Tom is seeking sponsorship to enable him to embark on the arctic arathon through his webpage www.northpolemarathon.moonfruit.com

Finding the right people for our strategic future



Principal

£130K plus benefits and relocation package

We are seeking to appoint an individual, with a strong educational background, who will lead us in the next stages of our development.

Our new leader must be able to continue to transform our services to meet the needs of our learners in a continually evolving economy.

You will lead and inspire our staff to achieve excellence in delivering skills, employment and progression outcomes for our learners and first class workforce development for employers. You will foster innovation and entrepreneurship and develop income streams within the College's core values.

Your first strategic task will be to help appoint our new Vice Principal for Curriculum and Quality.

IF YOU HAVE THE AMBITION AND DRIVE TO BE OUR NEXT PRINCIPAL AND THE PASSION AND CONFIDENCE TO BECOME A STRATEGIC LEADER IN OUR COMMUNITIES, WE WANT TO HEAR FROM YOU.

CLOSING DATE: 12PM ON 25 FEBRUARY 2013
INTERVIEWS WILL BE HELD: 20 & 21 MARCH 2013

Vice Principal Curriculum and Quality

£80K plus benefits and relocation package

You will be responsible for School links, 14-19 strategies and Learner Responsiveness as well as Higher Education. Our second new senior team member will have a proven track record of:

- Delivering outstanding teaching, learning and assessment to a broad and inclusive range of learners;
- Innovative curriculum design;
- Developing and leading effective quality assurance and improvement strategies and systems.

Fostering an ethos of continuous development, the role holder will ensure that the College achieves the highest accolades in any external quality judgements. Working with the Vice Principal Business and Community, you will seek to maximise external funding opportunities.

If you are passionate about offering your expertise at this exciting stage of the College's development, we want to hear from you. We expect our new Principal Designate to be involved in the appointment to this post.

CLOSING DATE: 12PM ON 25 FEBRUARY 2013
INTERVIEWS WILL BE HELD: 15 & 16 APRIL 2013

Bury St Edmunds is a vibrant market town with all the leisure, entertainment and cultural attractions you would expect of a thriving community. Its fine buildings make it an attractive place to live and work in while being convenient for Cambridge and Norwich and less than two hours from London.

The College is an integral part of the West Suffolk community and has an excellent reputation which extends to national and regional as well as local partners. With an annual turnover of £25 million, West Suffolk College delivers exceptional success to thousands of learners.

Our strong links with local and regional businesses have created an extensive footprint across East Anglia for the delivery of outstanding Vocational provision, Apprenticeships and specialist Higher Education. The College has strong finances and an exciting campus development strategy. We have innovative and forward looking staff and an impressive team ethos, building on our Good Ofsted rating.

For enterprise education and training opportunities that really work



We are positioned at the heart of our community and make a significant contribution to the region's partnership strategies for growth and prosperity. We are committed to raising aspirations in the City and beyond, by creating a college environment that has enterprise and employability at its heart.

The outcomes of our recent Ofsted inspection, combined with our ambitious new three-year strategic plan, provide compelling reasons for passionate and committed education professionals to explore these opportunities. They offer challenge, excitement and responsibility ... and the chance to live and work in one of the most beautiful parts of the UK. We are seeking to appoint ...

Director of Business, Healthcare and Academic Studies (Ref: 063B)

£48,019 to £52,991

Reporting to the Vice Principal (Delivery), this College Leadership Team role requires a talented individual with substantial and demonstrable experience of leadership and management within a post-16 educational environment. It is likely that successful candidates will have had experience at both strategic and operational levels in one of the following areas - business studies, health, care or A level provision. Experience in industry would also be desirable.

Closing date: Friday 22 February 2013

Interview date: Wednesday 13 March 2013

Head of Healthcare (Ref: 064B)

£36,937 to £39,793

Reporting to the Director of Business, Healthcare and Academic Studies, this key role will lead the academic team responsible for delivering health, social and childcare provision to ensure that our students have an exceptional experience and to continue developing our curriculum offer. Experience of teaching and managing one of these areas is essential.

Closing date: Friday 22 February 2013

Interview date: Friday 8 March 2013

Head of Engineering (Ref: 065B)

£36,937 to £39,793 (a higher salary may be offered to an exceptional candidate)

We are looking for a manager with experience and expertise in leading an outstanding team of highly competent curriculum team leaders in the areas of engineering, marine and renewables. In addition, the postholder will be required to work closely with the Head of Construction and will be responsible for providing the best possible experience and outcomes for students, maintaining high success rates and outstanding teaching and learning by providing motivational leadership and direction to the team.

Closing date: Friday 22 February 2013

Interview date: Wednesday 20 March 2013

If you would like any further information, or would like to apply for any of these vacancies, please go to www.cityplym.ac.uk/jobs

If you have any questions about applying please contact Human Resources on 01752 305322 or e-mail recruitment@cityplym.ac.uk

City College Plymouth is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

• The College is an equal opportunities employer



Be part of a bright future

Rotherham College of Arts and Technology is a thriving and lively centre of learning and education offering a diverse range of courses to over 11,000 students and developing its provision to offer an exemplary higher education offer in Rotherham.

Higher Education Development Manager

Salary: £32,777 per annum

In this key role you will be responsible for supporting academic departments to develop higher education and access to higher education provision. You will develop and implement policies and procedures which support the quality improvement of higher education and access to higher education programmes. Additionally you will work with a range of strategic partners (e.g. Universities, schools and employers) to develop and promote the provision. To join us you must be an experienced manager with a proactive approach to development of higher education and a dedication to high quality customer service. You should also be educated to degree level and have experience of developing higher education.

As part of our commitment to safeguarding children all new employees must undertake an enhanced CRB check prior to commencing employment.

Closing date: 25 February 2013.

For details of this role, the extensive benefits package on offer and details of how to apply please visit www.rotherham.ac.uk/WorkForUs, or email recruitment@rotherham.ac.uk.



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www.rotherham.ac.uk

To advertise with us contact Chardelle Mason on 020 8123 4891



VICE PRINCIPAL, STUDENT AND STAFF SERVICES

c. £80,000 per annum

Following the successful merger of Stroud and Filton Colleges in February 2012, we are now seeking to recruit an exceptional candidate to join the Executive Leadership Team of South Gloucestershire and Stroud College.

You will:

- As the Senior Post holder based at the Filton Campus, deputise for the Principal as necessary
- Lead the transformation of our quality function ensuring that it is fit for purpose for our merged College and supports the College in its drive to excellence
- Deliver outstanding learner services to our students, ensuring that they can contribute effectively to learner retention and achievement
- Lead the further development of our Sports Academies, identified as outstanding by OFSTED, ensuring, in particular, that they form the core of the College's enrichment programme
- Be accountable for the delivery of the overarching Human Resources and Development strategy

You will have:

- Significant experience in at least one of the following areas, Quality, Learner Services or providing sport enrichment activity in a post 16 environment
- A track record of success in delivering excellence in a teaching and learning environment
- Experience in developing and delivering effective quality systems and procedures as well as evidence of using these to improve the quality of teaching and learning
- Highly developed leadership skills
- The drive and ability to deliver outstanding results in a dynamic and complex environment
- The dedication to meet the expectations of both our internal and external customers.
- An understanding of the strategic importance of HR and Development in contributing to the success of the College

Outstanding by standing out

For an informal conversation about the role, please call Martin Rosner from our recruitment partners on (07919) 057194. To apply for the post or for further information please visit www.feassociates.com/ajp.html

Closing date for applications is Friday 1st March 2013.

The selection process will take place on Wednesday 13th & Thursday 14th March 2013.



The successful applicant will be required to maintain a satisfactory Disclosure Certificate as a requirement of the job.

South Gloucestershire and Stroud College welcomes applications from all sectors of the community and is an equal opportunities employer.



Business and Economics Teacher VC 477 (£26,288 - £31,374 p/a)

A vacancy has arisen for a Teacher of Business and Economics to join the F6rm Team at the Isle of Wight College.



This is an exciting opportunity to deliver a key subject area across the age and ability range to both 'A' level and GCSE students; and to play a vital role in the continuing development of a dynamic and inspirational learning environment.

The successful applicant will hold Level 2 (A-C GCSE grades equivalent) in Literacy and Numeracy, an Honours degree (or professional equivalent) in the subject area, a teaching qualification (PGCE/Cert. Ed.), and have a successful track record of delivering to Level 3.

Closing date for applications: midday Thursday 14 February 2013.

PREVIOUS APPLICANTS NEED NOT APPLY.

For an application pack, please email recruitment@iwcollege.ac.uk quoting VC 477.

We welcome applications from all sections of the community.



A new, bespoke recruitment service for the FE sector

FE Associates, a leading specialist organisation working in the FE and HE sectors since 2004, is excited to announce the launch of **FE Recruitment**

We have first-hand knowledge of the capabilities of successful and aspirant senior postholders in the learning and skills sector.

We offer more than a basic recruitment service; every approach is designed to help find the right individual to meet particular leadership needs.

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FE Week Sudoku challenge

	8				9	1		
						4		
3					5	9	2	
2	6		1					
4			3			5		
					4	9	6	
8		7	3				2	
		3						
	5	8				1		

Difficulty:
EASY

How to play:
Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

Last Week's solutions

8	7	1	9	4	3	2	5	6
2	5	9	8	1	6	7	3	4
4	6	3	7	2	5	1	8	9
9	3	2	1	6	4	5	7	8
5	4	7	2	3	8	6	9	1
6	1	8	5	9	7	4	2	3
7	9	5	4	8	1	3	6	2
3	8	4	6	5	2	9	1	7
1	2	6	3	7	9	8	4	5

Difficulty:
EASY

Difficulty:
MEDIUM

	7	2	8					
9					3			
1			4					
8	9		5			3		
7		1			8		9	
5			4		1	6		
		7				8		
6						4		
			9	3	6			

7	9	2	5	3	8	4	1	6
5	1	4	2	9	6	7	8	3
3	6	8	1	4	7	9	5	2
2	7	9	3	1	5	8	6	4
8	3	6	4	7	2	1	9	5
1	4	5	8	6	9	3	2	7
6	2	7	9	8	4	5	3	1
9	5	3	7	2	1	6	4	8
4	8	1	6	5	3	2	7	9

Difficulty:
MEDIUM

FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I've been helping out on the farm"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford